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Statement submitted by Gazeteciler ve Yazarlar Vakfi, a non-governmental organization in consultative status with the Economic and Social Council

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.

* E/2014/1/Rev.1, annex II.

14-32539 (E) 190514

Please recycle

Statement

The Millennium Development Goals are a very ambitious initiative that has succeeded in some parts of the world while failing in others. Different strategies and actions have been applied in order to address the Goals. The most pressing development issues are clearly targeted by the development agenda: from poverty reduction, health, employment and education to human rights, sustainable development, finance and effective governance. All of them are very important, but there are specific cross-cutting issues that, if dealt with successfully, may generate a positive impact on all of them.

Combination of Goal 2 and Goal 3: gender equality through education

It is without question that education immediately affects the other development goals and that it is an integral part of all the efforts to eradicate poverty; it also generates a domino effect on solving the majority of the problems occurring in every country, in particular developing ones. It is undeniable that rigorous education of all citizens in a nation significantly empowers people and contributes to the development of a nation on a sustainable basis.

Education is the main vehicle for social justice and it is our common responsibility to ensure that all children are in school regardless of their situation and to act urgently to provide access to quality education for all children.

Gazeteciler ve Yazarlar Vakfi (The Journalists and Writers Foundation) believes that the political, economic and legal regulations for development cannot have a lasting effect if the people are not educated on universally accepted values such as human dignity, equality of opportunities and peaceful coexistence. The organization endorses schools that focus on two main areas: high-quality education and social responsibility. The success of this education model was tested initially in Turkey and some newly independent Central Asian countries. In 1995, when the war in Bosnia was going on, the organization undertook a fundraising campaign to establish this model in war-stricken Bosnia.

As education is undeniably the main vehicle for sustainable development and peace, it is very important to highlight the gender perspective in education. The organization believes that the promotion of the participation, visibility and empowerment of all girls through the creation of safe spaces for them to speak and to obtain assistance is very important for sustainable development.

Both men and women suffer from gender stereotypes. Negative stereotypes have negative impacts on men and women. Gender is relational and both issues are consequential for development. Experience has demonstrated that interventions directed at women are not always effective if there is a lack of men's cooperation. Therefore, it is important to raise awareness of the need to have a more comprehensive, male-inclusive gender equality paradigm.

An overall cultural sensitivity maintained in the school is a main factor behind the decision of parents on whether to send their daughters to school or not. For example, in countries such as Afghanistan, some people from conservative circles send their daughters to school only if they trust the school.

To highlight one among many examples of schools in populations with a conservative majority, we want to take a closer look at the Afghan-Turkish schools.

The persistence of the Afghan-Turkish schools in continuing to offer education to girls when the security circumstances in Afghanistan were not conducive is a clear sign of commitment to the importance of girls' education. It is a demonstration of how non-State actors can contribute a lot to achieving the goal of respecting everybody's basic human rights such as education.

The report by Afghanistan submitted to the Committee on the Elimination of Discrimination against Women concerning the situation in Afghanistan (CEDAW/C/AFG/1-2) points to the fact that the anti-governmental insurgents are against women's education and have closed girls' schools. Our organization wants to demand civil societies' responsibility in this issue.

Unfortunately, one must admit that de facto the situation in Afghanistan does not ensure equal opportunities for girls' education. In cases like this, when the official structures of the State and the international community are unable to provide the basic human rights of education to everybody, civil society organizations can step in. The successful story of the Afghan-Turkish schools can be portrayed as a role model of how civil society organizations can manage to solve grave societal problems that were thought to be unsolvable by the State and the international community alike. The example of the Afghan-Turkish schools provides an important alternative way of thinking about the role of civil society in achieving the Millennium Development Goals.

In line with this approach, the organization sponsored a sociological research project, entitled "Afghan-Turkish private schools and their impact on girls' education in Afghanistan", which includes an analysis of the socioeconomic background of the girls attending these schools, their prospects for contributing to the present and future of their countries and, basically, how these schools emerged in and survived through the harshest conditions created by internal and external conflicts in recent decades.

On the basis of the results of this study, one can admit: "It takes more than textbooks and pencils to be a schoolgirl in Afghanistan — it also takes tremendous bravery and tenacity". In these schools, the principle of non-discrimination was not abandoned even in times of great insecurity. The Taliban rebels posed a great danger for the girls who wished to go to school and for their families as well. Girls were harassed, hurt and even killed on their way to school. Likewise, there was great pressure on the schools to stop accepting girls. By opposing the will of the Taliban leaders, the managers of these schools demonstrated their commitment to tolerance and their opposition to discrimination against students on any kind of basis, including on the basis of sex. Therefore, these schools stand firmly on the side of protecting human rights generally and girls' right to education specifically.

The organization believes that the successful story of the Afghan-Turkish schools is meant to create a role model that could be used in countries with problems similar to those of Afghanistan. Promoting human rights — girls' right to education, in this specific case — is not a task for State officials only. Civil society organizations can and should take a more active role. The organization believes that a combination of top-down (State) and bottom-up approaches that build a partnership among the United Nations, Governments and civil society is crucial for sustainable development.

Statement

Imam Ali's Popular Students Relief Society is a non-governmental organization with a national and international scope; its origin is the Islamic Republic of Iran. In brief, it focuses on sustainable development issues and implements many projects all over the Islamic Republic of Iran that are in line with the Millennium Development Goals.

The organization's activities include:

1. Recognition of the many people exposed to extreme poverty and hunger all over the Islamic Republic of Iran and creation of free nutrition programmes for more than 1,000 children and their families in Tehran and seven other cities in the country. The organization also sent food packages to more than 10,000 families during the year;

2. Maintaining 14 centres all over the Islamic Republic of Iran for out-of-school children. These are unofficial schools called "Science Houses" which act as a bridge for Iranian children returning to the official education system once they have overcome obstacles. These Science Houses are also places for Afghan refugees to have their children who have been denied access to the traditional schools educated;

3. Women's empowerment programmes as a way to reduce poverty. This includes entrepreneurship projects such as weaving, tailoring, making food products for sale, as well as supporting literacy projects for illiterate mothers;

4. Providing children with free medical services to reduce child mortality and programmes for preventing child labour;

5. Implementing the programme "*Madaraneh*" (maternal), which is focused on pregnant mothers from poor regions who are in jail or who are homeless. This project provides them with food, supplements and pre-natal care. Almost 160 mothers are covered by this project and some of them are Afghan refugees;

6. Screening of addicted mothers for drugs and sexually transmitted infections;

7. A project in cooperation with the United Nations Development Programme (UNDP) was to create environment-friendly bags for regular household use;

8. Incorporating more than 9,000 volunteer members, mostly university students, to carry out programmes.

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Statement submitted by Indian Dreams Foundation, a non-governmental organization in consultative status with the Economic and Social Council

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.

* E/2014/1/Rev.1, annex II.

14-32520 (E) 160514

Please recycle

Statement

The Millennium Development Goals are playing a significant role in spreading awareness about education throughout the world but there are still big tasks ahead to reach out to the maximum number of children, provide them with an education and practise gender equality for accessing education in the post-2015 era.

The Indian Government is making progress in providing education to all children and has allocated a huge budget to address this issue; however, with all of the efforts at the regional, national and global levels, there is still a big gap between the present situation and the desired outcomes and targets of the Millennium Development Goals. India faces a shortage of classrooms and teachers and poor infrastructure such as a lack of drinking water and separate toilets for girls. The most challenging issue is the lack of awareness among communities about their children's education.

What is the missing link that continues to hold back the Indian education system? Accessibility and the lack of awareness could both be factors. The Government's indifference could also be blamed. But what if it is the parents? What if it is the result of a gender bias and discrimination between girls and boys?

While the above reasons all contribute to keeping the country's literacy rate below acceptable levels, the first and most crucial problem starts at home. Indian Dreams Foundation is a non-governmental organization based in India that works on education and gender equality issues and addresses them through various programmes and activities. It is well connected with the community in which it operates its education programmes, which include community mobilization schemes, workshops and direct intervention with the community to guide people through the education system and facilities that the Government provides for children.

Indian Dreams Foundation works in partnership with many stakeholders, such as the district education department, local government and communities, to run school reform programmes. The objectives of such programmes are to enhance the quality of education, reduce dropout rates, support infrastructure in schools and protect children from child labour. Indian Dreams Foundation is also implementing programmes for girls and addressing issues through education support and skills-based training programmes.

Although there are many challenges ahead, we can see gains in the future with regard to the Millennium Development Goals thanks to multi-stakeholder partnerships at the regional, national and international levels that will help to solve complexities on many issues and address development challenges. The advantages of multi-stakeholder partnerships are:

- They promote inclusiveness and equity in the drawing up and implementation of programmes at different levels
- They promote grass-roots mobilization and participation, which raises community awareness about the need to address the Millennium Development Goals
- They promote the development of focused and holistic action plans at the global level
- They foster the sharing of skills and innovation
- They encourage good governance and transparency

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Statement submitted by Ingénieurs du monde, a non-governmental organization in consultative status with the Economic and Social Council

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.

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14-32552 (E) 160514

Please recycle

Statement

The notion of sustainable projects or development is included in the concept of a policy to manage intangibles within an enterprise, region or country. This axiom is crucial for the Millennium Development Goals and for sustaining gains in the future.

Policies on the management of intangible goods could help to solve some of the economic difficulties met by certain beneficiaries of the Millennium Development Goals. In fact, a policy on the management of intangibles could modify the local economic crisis because intangible goods create new wealth at the heart of the sustainable development world, which is a determining factor for companies in the sector of high added-value activity.

Our proposed model shows that the notion of "intangibles" can bring some good solutions in our innovation activities within our business world of sustaining development. To summarize our idea, as a first step, it is essential to suggest an approach that offers a classification model of intangibles that can then be used, for example, by information technology professionals. How can an information technology company generate intangible goods to sustain development?

Human resources management and education can be at the heart of this innovative process and could play a catalytic role in promoting this potential among other stakeholders. Indeed, getting the full value out of the intelligence and behaviour at the heart of a sustainable development project not only resolves various factual problems but can also reveal true hidden wealth.

From this starting point, based on an experimental case, the proposal of a new and innovative method, here called "Negotiatech", opens up new perspectives for stakeholders' human capital involved in sustainable development. It is then necessary to develop a management policy for the considerable potential created by intangible goods. The achievement is how to generate intangible goods in these kinds of sectors of modern activities.

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Statement submitted by International Council of AIDS Service Organizations, a non-governmental organization in consultative status with the Economic and Social Council

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* E/2014/Rev.1, annex II.

14-32575 (E) 160514

Please recycle

Statement

1. Significant progress has been made towards achieving universal access to treatment for HIV/AIDS but the target will not be met. For that, strong and specific HIV targets and indicators under a health-outcome-focused goal — formulated according to paragraph 89 of the progress report of the Open Working Group of the General Assembly on Sustainable Development Goals on "maximizing healthy lives" — and other relevant goals are needed (A/67/941).

2. All human rights, including those of people living with HIV, women, sex workers, transgender people, men who have sex with men, people who use drugs, migrants, young people, prisoners and people with disabilities, must be realized.

3. Ending AIDS requires promoting strategic investment in HIV programming for key populations. Governments and donors must base their programming and funding allocation on epidemiological data, evidence of what is most effective and human rights.

4. As recommended by the Global Commission on HIV and the Law, the post-2015 development framework must set out to reform legal frameworks that hinder universal access to services for key populations, which includes removing discriminatory laws such as those that criminalize homosexual activity, and promote universal access by removing age limits and requirements for young people.

5. Inclusion of a target related to reducing violence, with an emphasis on gender-based violence, is needed. As reducing violence was not included in the Millennium Development Goals, this requires baseline data to be collected against which any decrease can be measured.

6. Access to sexual and reproductive health information, services, commodities, and comprehensive sexuality education for adolescents and young people who are in and out of school, taking into account the particular needs of those in vulnerable situations, must be prioritized.

7. Young people must be included and barriers to accessing services for youth, especially among key populations, must be removed. For this reason, an indicator on evidence-based sexual education to ensure that young people receive the information they need to understand and assess the factors that raise and lower the risk of HIV transmission and teenage pregnancies is vital.

8. We urge explicit reference to the need for new and improved prevention modalities as a means to end preventable deaths. We ask for language on the need to develop priority interventions not yet available, including vaccines against HIV, tuberculosis and malaria.

9. Denying access to life-saving medicine is unacceptable, and emphasizes the need for global partnerships to promote access to treatment. This will be equally urgent, if not more so, when a cure for HIV is developed. We ask that the post-2015 development framework includes an explicit reference to the need to increase global access to treatment and to new treatment options (including any cure eventually developed).

10. We strongly support the reform of international bodies, standards and frameworks, such as the Trade-Related Aspects of Intellectual Property Rights, to ensure that the needs of populations are prioritized ahead of commercial interests.

11. Governments, including those of emerging economies, must fully fund the Global Fund to Fight AIDS, Tuberculosis and Malaria at levels adequate to meet and sustain its essential demand-driven model.

12. Governments, donors and the private sector should support and implement innovative financing mechanisms to raise dedicated and predictable funds; in particular, some sort of financial transaction tax to meet health and other development requirements is needed.

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Statement submitted by International Council of Management Consulting Institutes, a non-governmental organization in consultative status with the Economic and Social Council

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.

* E/2014/1/Rev.1, annex II.

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Please recycle

Statement

The International Council of Management Consulting Institutes has 47 professional institutes as members. These members cover almost 60 countries and at least 85 per cent of the world's estimated 3 million management consultants. The International Council has been in consultative status with the Economic and Social Council since 2001.

The International Council sets standards for assessing management consultants to receive qualification as certified management consultants. A certified management consultant is required to demonstrate the qualities defined by purchasers of their services worldwide. While consultants from other countries can transfer skills and approaches, the International Council notes the value of competent indigenous management consultants who understand and appreciate the local culture, customs and barriers in their role as "change agents". Knowing what really needs to change is often a crucial factor in working with people and organizations concerned with successful and long-lasting change.

Indigenous professional consultants can help development projects meet objectives and increase the capacity and capability of the local economy. The extent of the use of the benefits obtained, for instance, in meeting the Millennium Development Goals, is a political decision.

Ensuring a good supply of these indigenous consultants is greatly assisted by the formation of the national institutes for professional management consultants, and the International Council has focused on this in many countries. A key partner has been the European Bank for Reconstruction and Development (EBRD) with many transition economies and their remit. For example, in Kazakhstan, the EBRD funded a train-the-trainer course. In three years more than 200 consultants have been trained and more than a 1,000 organizations assisted. The International Council and the EBRD have now worked together in more than 10 countries.

The International Council of Management Counsulting Institutes proposes the formation of a cadre of dedicated programme consultants for the Millennium Development Goals, able to share experiences and successful approaches worldwide. This cadre should include consultants from developing countries so that cultural sensitivity is fully considered.

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Statement submitted by International Ecological Safety Cooperative Organization, a non-governmental organization in consultative status with the Economic and Social Council

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.

* E/2014/1/Rev.1, annex II.

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Please recycle

Statement

The International Ecological Safety Cooperative Organization has noted that the world is experiencing great changes. The population under 25 years of age has been increasing and statistically reached 3 billion. Unfortunately, instead of getting adequate opportunities for development, they are deeply affected by the impacts of climate change and urban congestion. During the economic crisis, youth suffer particularly in the labour market. They are laid off and remain unemployed, which causes social unrest.

We hold that ecological safety is "the safety of living". In recent years, frequent natural and ecological disasters not only threatened the survival of mankind, but also formed bottlenecks for development in many countries. Frequent disasters altered the political landscape, caused conflicts and exacerbated poverty. Therefore, diminishing the risks of climate change and disasters, protecting natural resources and ecological safety, facilitating youth employment, eliminating poverty and achieving the post-2015 development goals have become the shared responsibility of all countries.

We reiterate that in May 2013, the United Nations Human Settlements Programme and our organization co-launched the "Youth Empowerment and Urban Ecological Safety programme" which includes the following four projects: (a) China's annual Urban Youth Report; (b) ecological skills and employment training; (c) Urban Ecological Safety Ranking Index within the framework of UN-Habitat; and (d) "United Nations Youth Innovation Award".

We will cooperate with countries all over the world and make contributions to achieving the post-2015 sustainable development goals and the well-being of mankind.

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Statement submitted by International Federation for Home Economics, a non-governmental organization in consultative status with the Economic and Social Council

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Please recycle

Statement

From a home economics perspective, the most important challenge to reach the United Nations Millennium Development Goals is the focus on families and households, as they are the core units of all societies and economies. They play a decisive role for sustaining gains in the future.

Based on the Universal Declaration of Human Rights, article 16 (3): "The family is the natural and fundamental group unit of society and is entitled to protection by society and the State."

For more than 2,000 years, Governments and stakeholders in business, industry and economy have been setting the basic conditions for families, individuals and communities around the world.

Analysis of the current situation of marginalized families that suffer from poverty, hunger, lack of education, diseases, lack of access to finances and job opportunities, conflicts and disasters strongly suggests a focus on families and individuals as a strategy to eradicate poverty and meet the Millennium Development Goals.

In addition to prevailing conditions, including basic education, health-care systems and infrastructure for families and communities, home economics education is a major building block to enable families to overcome poverty, decrease inequalities and avoid diseases.

Empowerment in everyday life management leads to valuable results for development through educating and advising families and individuals in home economics issues, such as food production, maternal and family health, capacity-building, gender equality and earning an income and acquiring resources.

Only strong and educated families and family members with access to material, if not material resources, will have the power to care for their families, to participate in society, community and economic processes.

This year is the twentieth anniversary of the International Year of the Family. It focuses on exploring family-oriented policies and strategies aimed mainly at confronting family poverty, ensuring work-family balance and advancing social integration and intergenerational solidarity. These challenges are strongly linked to the Millennium Development Goals.

Since 1994, the International Year of the Family has highlighted that the significance and well-being of families should be the focus of Governments and of stakeholders concerned with family policies.

The International Federation for Home Economics advocates for families and calls upon Governments and stakeholders in business, industry and the economy worldwide to take responsibility for improving the basic conditions for families, individuals and communities. The International Federation for Home Economics demands that development strategies and measures focus on individuals and families as the core units of the society and the economy, to empower them to improve their quality of life and achieve well-being. In the current political, social, cultural and economic conditions, educating and advising individuals and families in the management of their resources and improvement of their everyday life are key to sustainable development and meeting the Millennium Development Goals.